

Ready Steady Grow

Inspection report for early years provision

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EY430611

Inspection date

26/04/2012

Inspector

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Type of setting

Childcare - Non-Domestic

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

Ready, Steady, Grow is a privately owned nursery and has been registered since August 2011. The nursery operates from a converted single story building in the Eldon Grove area of Hartlepool, and serves the local and surrounding areas. It is accessible to all children and there is a fully enclosed area available for outdoor play.

The nursery is open Monday to Friday from 8am until 6pm all year round. It is registered by Ofsted on the Early Years register and the compulsory and voluntary parts of the Childcare register to care for a maximum of 58 children at any one time. There are currently 41 children on roll who are within the Early Years Foundation Stage. The nursery also provides care to children aged over five years to 11 years. The nursery is able to support children with special educational needs and/or disabilities and children who have English as an additional language.

The nursery employs 10 childcare staff. Of these, nine hold an early years qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The leadership team and nursery staff have made a strong and successful start to their registration and children are happy and well supported whilst in the nursery. As a result, they demonstrate good progress in their learning and development. Observations inform and guide planning, however assessment processes are still evolving and parental involvement in contributing to children's learning journals is not yet fully developed. The whole staff team are dedicated and focussed on meeting children's individual needs, and overall, partnerships with parents are good. All legal requirements with the exception of one area are fully met. Systems for self-evaluation are developing effectively and the setting is fully committed to the continual improvement of their practice.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- request written parental permission at the time of the child's admission to the provision, to the seeking of any emergency medical advice or treatment in the future (Safeguarding and Promoting Children's Welfare).
- 10/05/2012

To further improve the early years provision the registered person should:

- extend the opportunities for parents to review their children's progress and contribute to their learning and development record
- provide additional resources to develop children's understanding of Problem Solving, Reasoning and Numeracy.

The effectiveness of leadership and management of the early years provision

Children's welfare is well monitored, supported and safeguarded. Thorough risk assessments are effective in minimising accidents and ensuring children are kept safe both on the premises and when on outings. Regular evacuation drills are carried out and details of these are recorded. Consequently, staff are confident in their ability to evacuate the premises, and children have an increasing understanding of what to do in an emergency. The leadership team are clear about their child protection responsibilities and all staff have recently attended training to update their knowledge in this area. Most records and documentation required for the safe and efficient management of the nursery, and to support children's individual needs, are in place. However, written parental permission has not been requested to the seeking of any necessary emergency medical advice and treatment for a small number of children. This is a legal requirement. This is currently being addressed as a matter of urgency and permission is in place for the large majority of children, therefore the overall impact on children's welfare is minimal. Children are cared for by staff who have been checked through the Criminal Records Bureau and who have undergone a thorough and robust recruitment and induction programme. This ensures that all staff working in the setting are suitable and have relevant training and experience.

The nursery has a strong commitment towards continuous improvement. The whole staff team are proud of their nursery and keen to further develop the provision. They continually reflect on their practice, for example adapting the way they document learning and development, to improve the quality of provision for all children. Staff are encouraged to attend training for their own professional development. Parents are consulted through verbal exchanges, parental questionnaires and a comments box. Their responses are considered and help to shape the provision. Resources and equipment are of good quality and plentiful in quantity to support most areas of learning well. However, sufficient, accessible, resources to promote children's understanding of problem solving, reasoning and numeracy are not always available. The current lunchtime arrangements enable all children to come together and have their meal in a happy, relaxed atmosphere. The nursery rooms are warm and welcoming and staff are deployed well to ensure children receive good support. The outdoor area is particularly inviting and offers children freedom to explore, use their senses, and be physically active and exuberant. Children are treated equally and no child or family is discriminated against.

The nursery is working hard to build strong and effective partnerships with parents. Staff provide a welcoming atmosphere, which helps to create effective communication. There is a good two-way flow of information, knowledge and

expertise between themselves and parents about children's care. However, as yet, arrangements for parents to review their children's progress and contribute to their learning and development record are not fully in place. Parents speak very highly of the staff and the care their children receive, including comments, such as 'excellent service, couldn't be happier', 'I feel staff take the time to learn the nature and personality of every child' and 'my child has come on leaps and bounds since starting at the nursery'. Effective partnerships with inter-agency teams and other Early Years Foundation Stage settings are developing. This is to ensure each child gets the additional support they need to promote their achievements and well-being, and to ensure continuity and coherence in their learning.

The quality and standards of the early years provision and outcomes for children

Children are happy and settled in this friendly setting. Staff are warm and welcoming and appear to be genuinely pleased to be caring for the children. They have a secure and increasing knowledge of the Early Years Foundation Stage. Children's learning and development is generally well monitored. Staff carry out observations, which clearly link to the six areas of learning, show what children can do, and what they need to help them develop next. The information is used well to inform and guide the following week's planning which is based on children's individual needs and interests. Assessment processes are beginning to be used to track children's development. These and the written observations show that children are making good progress.

Children all show a strong sense of security and belonging within the setting. They are confident and have secure and trusting relationships with staff. As they develop they begin to choose friends and show preference for the children they wish to play with and sit next to at lunchtime. Their independence is developing well. They independently select their own resources which enables them to follow their own interests and desires. As they develop, they are able to attend to their own personal needs such as, washing their hands and brushing their teeth. All children, including the youngest members of the nursery, love books. They sit in the cosy area and 'read' their favourites and join in excitedly at story time.

Children are becoming skilful communicators. Babies use their voices to make contact and let staff know how they feel and what they need. As children develop they are able to clearly express themselves and also understand the importance of listening. Engagement with a wide range of media and materials, such as paint, sand, dough, gloop and jelly enables them to think about and work with colour, texture, shape and space. They respond to what they see hear and smell, declaring the pineapple at snack time to 'smell delicious'. They are already starting to learn about the importance of caring for the environment and the importance of sustainability. They have their own vegetable patch, make their own compost, and are encouraged to look after toys and equipment. Outings in the local area, including visits to parks and nature areas, broaden children's experiences and raise their awareness of the local community.

Good provision is made to promote children's health. Children get lots of fresh air

and the availability of suitable clothing means they can experience all types of weather. Provision for meals is extremely good. Children are provided with healthy snacks, such as fresh fruit platters, and cooked meals throughout the day. Fresh, nutritious produce is used and the food is presented well and looks delicious. Good standards of hygiene are maintained throughout the nursery. For example, babies do not share bedding and staff constantly check resources and equipment for cleanliness.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality
Grade 2 is Good: this aspect of the provision is strong
Grade 3 is Satisfactory: this aspect of the provision is sound
Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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